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The dynamics of foreign versus second language development in Finnish writing

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- 1] Generalization of developmental paths is warranted only if individuals show similar developmental patterns. (This thesis)
- 2] Individual learner trajectories show non-linear development. (This thesis)
- 3] Learners of Finnish who are taught with an approach that focuses on grammar start with more complexity and accuracy than learners who are taught with a focus on meaning approach, but after nine months their complexity and accuracy has been converged for the bigger part. (This thesis)
- 4] Learners of Finnish who are taught with an approach that focuses on grammar learn to write communicatively as well as learners of Finnish who are taught with a focus on meaning approach. (This thesis)
- 5] Learners of Finnish who are taught with an approach that focuses on meaning learn to use the Finnish cases correctly as well as learners of Finnish who are taught with a focus on grammar approach. (This thesis)
- 6] Differences between learners of Finnish as a second or foreign language reflect the complex interaction between actors like the teaching approach used that may focus on grammar or on meaning, the learning context, the first language, the amount of exposure, the motivation or the duration of the study. (This thesis)